



Hartsville Middle

1427 14th Street
Hartsville, South Carolina

Grades	6-8 Middle School	
Enrollment	1,195 Students	
Principal	Chris Rogers	843-857-3000
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Dr. Allem McCutcheon	843-332-2852

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	Below Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

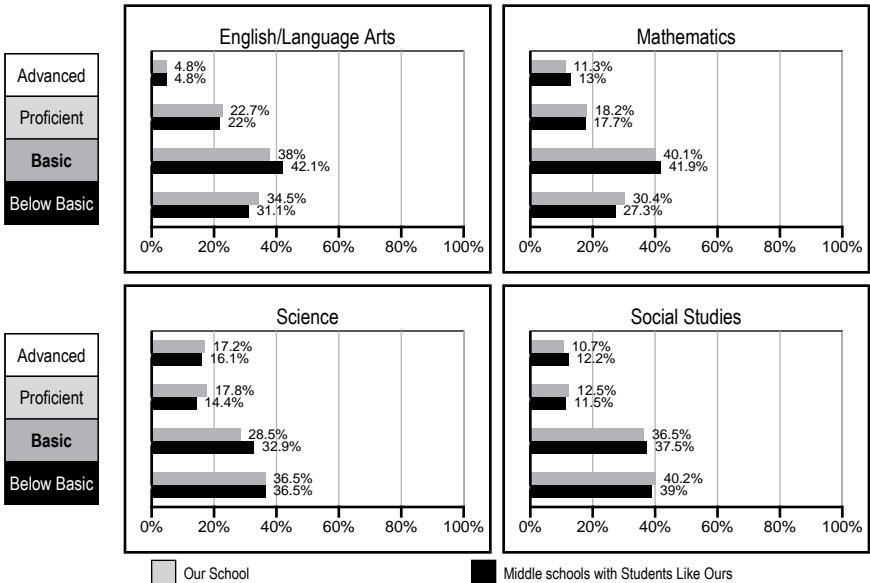
96%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	15	34	5

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	97.2	96.9
English 1	94.2	96.1
Physical Science	97.4	57.7
All Subjects	96.2	96.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,195)				
Students enrolled in high school credit courses (grades 7 & 8)	35.9%	Up from 27.8%	22.8%	19.4%
Retention rate	4.4%	Down from 4.5%	1.6%	1.8%
Attendance rate	95.8%	Up from 95.5%	95.8%	95.8%
Eligible for gifted and talented	16.5%	Down from 17.2%	17.2%	15.3%
With disabilities other than speech	15.0%	Down from 15.8%	14.2%	12.9%
Older than usual for grade	2.2%	Up from 1.4%	2.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.4%	Down from 7.2%	0.6%	0.7%
Annual dropout rate	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=71)				
Teachers with advanced degrees	50.7%	Up from 48.6%	54.1%	55.0%
Continuing contract teachers	81.7%	Down from 84.3%	73.5%	70.6%
Teachers with emergency or provisional certificates	6.2%	Up from 0.0%	5.3%	5.4%
Teachers returning from previous year	85.2%	Down from 86.5%	84.8%	83.4%
Teacher attendance rate	95.1%	Up from 94.1%	94.9%	94.9%
Average teacher salary	\$45,350	Up 4.3%	\$44,220	\$44,706
Professional development days/teacher	15.1 days	Up from 9.6 days	11.4 days	11.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 24.2 to 1	20.6 to 1	20.1 to 1
Prime instructional time	89.3%	Up from 87.8%	89.2%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.8%	Down from 98.3%	97.5%	98.0%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil*	\$5,912	Up 9.2%	\$7,025	\$7,097
Percent of expenditures for instruction*	68.6%	Up from 65.7%	64.3%	64.4%
Percent of expenditures for teacher salaries*	58.9%	Down from 63.4%	59.8%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Hartsville Middle School's focus for the 2007-2008 school year was to increase student achievement through the use of integrated literacy instruction and incorporated technology instruction.

The program focus, "Linking Literacy to Life," was integrated into every course across the curriculum. The core teachers (science, social studies, math, and ELA) taught a literacy class each day. The class included a time of independent reading where each student self-selected reading material. During the independent reading time, the teacher held student conferences with individual students. A conference log was maintained by the teacher, noting students' fluency and knowledge of literary elements. The class also included a literacy lesson each day. The lessons were created by the ELA coordinating teacher. Most lessons used science and social studies content text to teach particular literacy skills. Science, social studies, and math teachers were able to transfer these literacy lessons into their regular content classes. Exploratory teachers also participated in "Linking Literacy to Life" by using magazine articles, internet sites, newspapers, picture books and research in teaching their content standards.

In order to assess student needs, the MAP test, a diagnostic computer based test, was administered three times throughout the year in math and ELA and once in science. The results from this test allowed teachers to individualize student instruction based on specific needs. Administrators and coordinating teachers were able to use the MAP test results to plot student growth, revealing areas of teacher strengths and areas in which improvement was necessary.

As a means for better equipping our students, an emphasis was placed on technology integration in every classroom. Teachers were trained and encouraged to use various forms of technology in the classroom, including United Streaming, PowerPoint, ActiVotes, and Promethean Boards (an interactive wall mounted computer).

Everyone at Hartsville Middle School worked extremely hard to make this a great school year. I would like to thank students, parents, and staff for making the second year in our new building a great success. I am looking forward to making the 2008-2009 school year exciting and academically challenging for all of our students.

Chris Rogers: Principal at Hartsville Middle School

Annette Wint: School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	343	94
Percent satisfied with learning environment	93.8%	72.6%	87.0%
Percent satisfied with social and physical environment	93.8%	75.2%	71.3%
Percent satisfied with school-home relations	71.9%	83.0%	70.1%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 13 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	95.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	1158	99.6	35.9	39.7	21	3.5	33.2	36.1	48.2	No	Yes
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Gender

Male	588	99.3	42.1	38.1	18.9	0.9	27.3	31.1	41.7	N/A	N/A
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Female	570	99.8	29.5	41.4	23	6.1	39.2	41.5	55	N/A	N/A
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Racial/Ethnic Group

White	588	100	22	40	32	5.9	47.6	49.8	60	Yes	Yes
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African American	549	99.1	51.1	39.4	8.7	0.8	17.5	26.4	31.7	No	Yes
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
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Hispanic	14	100	30.8	38.5	30.8	0	30.8	44.2	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	176	99.4	79.4	19.4	1.2	0	3	10.6	16	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	17	100	31.3	37.5	31.3	0	31.3	46.3	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	657	99.4	46.8	41.1	11.1	1	19.5	27.1	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	1158	99.8	30.9	41.4	16.7	11	38.8	37.8	45.8	No	Yes
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Gender

Male	588	99.8	31.4	40	16.8	11.8	38.3	38.2	45.6	N/A	N/A
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Female	570	99.8	30.4	42.8	16.7	10.1	39.4	37.4	45.9	N/A	N/A
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Racial/Ethnic Group

White	588	100	19.2	41.1	22.7	17	53.7	53.3	59	Yes	Yes
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African American	549	99.6	43.8	41.4	10.7	4.1	22.9	26.7	26.9	No	Yes
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	77.8	71.3	I/S	I/S
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Hispanic	14	100	23.1	61.5	7.7	7.7	30.8	44.2	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status

Disabled	176	99.4	71.5	27.3	1.2	0	5.5	12.3	17.1	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	17	100	25	56.3	6.3	12.5	37.5	46.3	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	657	99.9	41.8	42.1	11.2	4.9	26.1	28.7	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	768	100	38.1	28.9	16	17	33	29.2	35.7	95.8	95.9
Gender											
Male	414	100	39.6	27.4	17.4	15.7	33.1	29.9	37.4	95.6	95.7
Female	354	100	36.4	30.6	14.3	18.7	32.9	28.4	33.8	96.1	96.2
Racial/Ethnic Group											
White	393	100	26.2	26.4	20.7	26.7	47.4	46.4	49.2	95.8	95.5
African American	360	100	51.9	30.7	10.9	6.6	17.5	16.6	17	95.7	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	81.8	58	98.5	98
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	45.5	24.9	96	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	91.8
Disability Status											
Disabled	126	100	75.6	21.8	0.8	1.7	2.5	9.6	14	94.3	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	89.9
English Proficiency											
Limited English Proficient	13	100	16.7	50	25	8.3	33.3	51.4	24.4	96.7	96.9
Socio-Economic Status											
Subsided meals	427	100	48.5	31.5	12.7	7.3	20	19	21.1	95.1	95.6

Social Studies

All Students	765	99.7	40.2	36.7	12.4	10.6	23	28.1	34	95.8	95.9
Gender											
Male	377	99.7	36.9	38	12.7	12.4	25.1	31.1	36.6	95.6	95.7
Female	388	99.7	43.4	35.5	12.1	8.9	21.1	24.9	31.3	96.1	96.2
Racial/Ethnic Group											
White	390	99.7	25.3	40.4	18.5	15.8	34.3	39.4	44.5	95.8	95.5
African American	359	99.7	56.9	32.9	6	4.3	10.3	19.7	19.1	95.7	96.2
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	57.1	58.9	98.5	98
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.5	96	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	91.8
Disability Status											
Disabled	110	99.1	70.6	26.5	1	2	2.9	10.4	14.4	94.3	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	89.9
English Proficiency											
Limited English Proficient	13	100	33.3	41.7	8.3	16.7	25	39.5	27.3	96.7	96.9
Socio-Economic Status											
Subsided meals	432	100	53.1	34.8	7.1	5	12.1	19.5	21	95.1	95.6

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	406	99.8	36.9	37.4	22.2	3.6	25.8
	7	400	100	44.1	33.2	20.9	1.8	22.7
	8	417	99	34.9	48	14.6	2.5	17.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	388	99.2	28.8	39.2	26.1	5.9	32
	7	376	100	34.8	44.7	18.9	1.6	20.5
	8	394	99.5	43.8	35.4	17.8	2.9	20.7
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	406	99.5	23	41.1	21.7	14.2	35.9
	7	400	100	33	41.2	12.1	13.7	25.8
	8	416	99.8	37	46	12.8	4.3	17
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	388	100	25.7	31.6	22.8	19.9	42.7
	7	376	100	24.9	47.1	18.6	9.3	27.9
	8	394	99.5	41.7	45.7	8.9	3.7	12.6
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	204	100	41.5	32.1	12.4	14	26.4
	7	400	100	44.7	26.2	15.6	13.5	29.1
	8	208	100	34.5	34.5	20.8	10.2	31
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	195	100	46.3	18.9	15.3	19.5	34.7
	7	376	100	29.9	35.9	15.1	19.2	34.2
	8	197	100	45.8	25.3	18.4	10.5	28.9
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	205	99	22	46.6	22.5	8.9	31.4
	7	400	100	53.8	29.4	9.6	7.3	16.9
	8	208	100	37.8	48.3	9.5	4.5	13.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	194	100	22.3	36.2	20.2	21.3	41.5
	7	376	99.5	47.8	35.4	9.3	7.4	16.8
	8	195	100	43.5	39.8	10.5	6.3	16.8

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample